

CLYDE SANDERS ELEMENTARY

805 Morrison Drive
Charleston, SC 29403

GRADES PK-6 Elementary School

ENROLLMENT 167 Students

PRINCIPAL MiShawna DeLaine Moore 843-724-7783

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	27	35	1

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Below Average	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Good	No

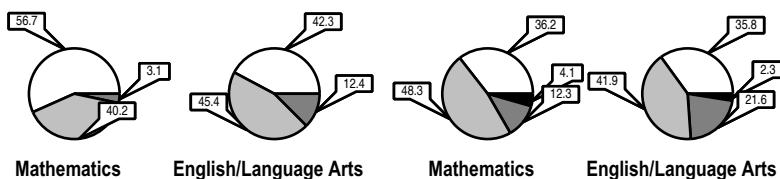
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

85.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	107	98.1	41.7	45.8	12.5	0.0	21.9	Yes	Yes
Gender									
Male	56	98.2	52.1	39.6	8.3	0.0	12.5		
Female	51	98.0	31.3	52.1	16.7	0.0	31.3		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	107	98.1	41.7	45.8	12.5	0.0	21.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	74	100.0	32.9	52.9	14.3	0.0	27.1		
Disabled	33	93.9	65.4	26.9	7.7	0.0	7.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	107	98.1	41.7	45.8	12.5	0.0	21.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	107	98.1	41.7	45.8	12.5	0.0	21.9		
Socio-Economic Status									
Subsidized meals	105	99.1	41.7	45.8	12.5	0.0	21.9	Yes	Yes
Full-pay meals	2	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	107	98.1	56.3	40.6	3.1	0.0	9.4	No	Yes
Gender									
Male	56	98.2	47.9	47.9	4.2	0.0	10.4		
Female	51	98.0	64.6	33.3	2.1	0.0	8.3		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	107	98.1	56.3	40.6	3.1	0.0	9.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	74	100.0	47.1	48.6	4.3	0.0	12.9		
Disabled	33	93.9	80.8	19.2	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	107	98.1	56.3	40.6	3.1	0.0	9.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	107	98.1	56.3	40.6	3.1	0.0	9.4		
Socio-Economic Status									
Subsidized meals	105	99.1	56.3	40.6	3.1	0.0	9.4	No	Yes
Full-pay meals	2	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	31	100.0	44.0	44.0	12.0	N/A	12.0
	Grade 4	29	100.0	63.0	33.3	3.7	N/A	3.7
	Grade 5	30	100.0	65.4	34.6	N/A	N/A	N/A
	Grade 6	28	100.0	72.0	20.0	8.0	N/A	8.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	14	100.0	15.4	46.2	38.5	N/A	38.5
	Grade 4	28	96.4	26.9	53.8	19.2	N/A	19.2
	Grade 5	28	96.4	52.0	48.0	N/A	N/A	N/A
	Grade 6	38	100.0	50.0	47.2	2.8	N/A	2.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	31	100.0	68.0	24.0	8.0	N/A	8.0
	Grade 4	29	100.0	70.4	29.6	N/A	N/A	N/A
	Grade 5	30	96.7	57.7	42.3	N/A	N/A	N/A
	Grade 6	28	100.0	60.0	36.0	4.0	N/A	4.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	14	100.0	15.4	69.2	15.4	N/A	15.4
	Grade 4	28	96.4	53.8	42.3	3.8	N/A	3.8
	Grade 5	28	96.4	80.0	16.0	4.0	N/A	4.0
	Grade 6	38	100.0	55.6	44.4	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 167)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.5%	N/A	3.6%	2.7%
Attendance rate	95.6%	Up from 94.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	18.1%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	18.1%		6.2%	3.5%
Eligible for gifted and talented	0.0%	No change	4.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.5%	Up from 13.6%	8.0%	8.2%
Older than usual for grade	5.4%	Down from 31.5%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	55.0%	Down from 65.0%	48.9%	51.4%
Continuing contract teachers	65.0%	Down from 95.0%	78.3%	87.5%
Highly qualified teachers**	78.9%	N/A	92.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.7%	0.0%
Teachers returning from previous year	68.5%	Down from 69.5%	80.4%	86.7%
Teacher attendance rate	97.1%	Up from 95.7%	94.5%	94.9%
Average teacher salary	\$39,417	Down 6.9%	\$39,417	\$40,760
Prof. development days/teacher	14.4 days	Up from 10.1 days	13.4 days	12.4 days

School				
Principal's years at school	1.0	Down from 12.0	4.0	4.0
Student-teacher ratio in core subjects	12.9 to 1	Down from 13.1 to 1	16.5 to 1	18.9 to 1
Prime instructional time	90.8%	Up from 89.5%	88.7%	90.0%
Dollars spent per pupil*	\$10,472	Up 24.0%	\$7,114	\$6,044
Percent of expenditures for teacher salaries*	61.6%	Down from 68.9%	63.2%	65.9%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 38.3%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sanders-Clyde Elementary, a Title I school, serves students in grades 4K-6, including self-contained special education. The student population is approximately 205 students, all of whom are African-American and receive free lunch.

This has been a very rewarding year. Business and community partnerships have increased by 60% and were instrumental in providing a Saturday Enrichment Academy, a Gator Food Bank, and mentors. Sanders-Clyde was selected as a "Lowcountry Promise School" by Channel 4, and received the South Carolina Reading First Grant to continue our emphasis on reading readiness in the early childhood grades.

We have been in the process of creating a high performance culture, and adopted the 90/90/90 vision. This means that we can have a school where ninety percent or more of the student population is minority, ninety percent or more of the student population is receiving free/reduced lunch, and ninety percent or more of the students are high performing.

PACT data showed random improvements and decreases in English/language arts and math in grades 3-6. A major decline was shown in the PACT data for grades 5-6. This resulted in an unsatisfactory rating. As a result, the State Department of Education sent an external review team to review all aspects of the school and make recommendations for improvement. Part of these recommendations included providing teacher specialists on-site. These individuals will be providing valuable assistance to faculty members, which hopefully will increase student achievement. In addition, a curriculum specialist will be in place to help focus the entire school curriculum on improving PACT scores.

The School Improvement Council, PTA and community/business partners are continuing to work with the school in implementing the school's mission and to achieve the vision. We are truly building brighter futures at Sanders-Clyde Elementary School.

MiShawna DeLaine Moore, Principal
Carol Morrison, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	24	11
Percent satisfied with learning environment	100.0%	95.8%	100.0%
Percent satisfied with social and physical environment	100.0%	87.5%	72.7%
Percent satisfied with home-school relations	95.0%	87.5%	90.0%

*Only students at the highest elementary school grade level at this school and their parents were included.